

## Lesson Plan

Micro Lesson Video Link: [https://youtu.be/KR\\_8W-X06bQ](https://youtu.be/KR_8W-X06bQ) (warm up and objective discussion)

Business/Materials	Lesson Objectives			
Different food items Blindfolds A video of children tasting food Projector Laptop Flashcards of food items Flashcards of exotic fruits Letters describing food from other countries Papers	At the end of the lesson, Students will be able to: <ul style="list-style-type: none"><li>Distinguish different adjectives describing food texture, taste, appearance, color and size.</li><li>Compare characteristics of different food using adjectives by creating a description sheet.</li></ul>			
Warm-up and Objective Discussion (7mins)				
<b>Warm-up :</b>  Bring food items to the class: fruits, vegetables, candies.  Ask students one by one to come, sit in front of their classmates, and with their eyes blindfolded, they will try to guess which food item they are touching. (to make it more fun and challenging, I can also bring tropical fruits which students aren't familiar with)  Students can use their three senses; of touch, smell and taste, and should give their guessing using articles (a/an previous lesson)  <u><b>(I changed the warm up since it would be difficult to do the first without students, what I did in the video instead was giving students bitter chocolate and watching their reactions then proceed to show pictures of children showing reactions for sour taste then salty)</b></u>  <b>Objective Discussion:</b>  Tell students that is what we are going to study today: how to describe food/ our favorite fruit, etc. by looking at their appearance, texture, size, shape and color.  So for example, if you are looking for something in the market, you can describe it for someone and it helps you knowing exactly what you want or help others find food items.  Specifics: we are going to look at different food items; fruits, vegetables and candies and describe how they feel, their size and color and how different they are from each other.  To check understanding; ask them to remind me what are we going to do? And what are we going to be talking about?				
Instruct and Model (7 mins)	✓ R	□ W	✓ L	✓ S

I will show students a video of children testing food and then explaining why they like their favorite fruit or vegetable and why they dislike another fruit or vegetable.

I will bring different fruits, vegetables, candy, cheese, and spread them in front of students and we will do a taste testing and share our reactions using the following criteria:

The taste (draw a mouth)/ texture (draw a hand and a mouth)/ color (draw an eye)/ size (draw an eye)/ shape (draw a hand).

I will provide the lists of the adjectives we will be using:

Taste (bitter, sweet, spicy, sour, salty) texture (crunchy, creamy, crumbly, juicy, mushy, chewy, gooey, hairy, soft, hard, squishy, and sticky) size (big, small, medium) shape (round, square, triangular, oval, flat) and color (pink, red, orange, yellowish, blue, white, gray)

The explanation and attributing adjectives to the food will depend on the conversation and interactions both with and between students, testing food and noting down their reactions.

I will provide another model that belongs to a previous student describing his favorite fruit salad and again highlighting the used adjectives and classifying them.

Guided Practice (20 mins)	<input type="checkbox"/> R	✓ W	✓ L	✓ S
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**Teacher led:**

Tell students about my favorite fruit by describing it and telling them why I like it.

Tell students to do the same and discuss with their colleagues by answering the following questions and writing down their colleagues' answers while making sure they use the adjectives we saw:

What is your favorite fruit and vegetable?

What do you like about it?

What is your least favorite fruit and vegetable?

Why don't you like them?

What would you change about their taste, texture, etc?

**Less guided practice:**

Divide students into groups of four and give them flashcards with different food items on them.

Two students against two, each pair is required to make the other pair guesses the food on the flashcard. If a pair guesses it right, they keep the card and the winners are the students with the most cards.

To make each other guess, students are required to describe the food in the picture, describe the appearance, the size, the shape, the color and the texture using the adjectives we saw in the instructions. Example: this is a vegetable, its round, soft, sweet and red.

Independent Practice (16 mins)	✓ R	✓ W	✓ L	✓ S
<p><u>Step 1:</u> students will imagine they have a food stall and they will accordingly provide descriptions of five food items they are selling: (it could be candy, fruits, vegetables or other food)</p> <p>Example: I have juicy pairs and sweet big apples. Students will have to draw food and then write the descriptions underneath.</p> <p><u>Step 2:</u> students will imagine they are adding three food items to their stall, and therefore they want to buy from other students so they have to:</p> <p>1: prepare a list of the things they want exactly</p> <p>2: they have to go around the class and try to negotiate with their colleagues and buy the things they liked the most based on descriptions provided by other students as well as try to sell their items by communicating the qualities of their food items.</p>				
Assessment ( 10 mins)	✓ R	✓ W	✓ L	✓ S
<p>Students will receive pictures of exotic fruits and then flashcards of descriptions of texture, taste, color, size and shape and they will have to evaluate the descriptions and attribute each to the fruits.</p> <p>Students then will write a paragraph to a friend describing three food items of their choice to someone in another country that has never tried them.</p> <p>After they finish, students in groups will receive letters from other children from other countries describing their favorite food and they will discuss it together.</p>				